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ABSTRACT

Included in this newsletter are the following articles: Teacher Educators Respond to Education for the Handicapped in AACTE State Meetings; Crisis--A Threatening Opportunity; Personnel Need Persists for Education of the Handicapped: BEH Reports; Research Needed to Support P.L. 94-142; Can P.L. 94-142 Legislate Morality?; and Teacher Certification and P.L. 94-142. A section on exchange of information is also included. (DS)

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TEACH

Teacher Education and Children with Handicaps

DEDICATED TO THE IMPROVEMENT OF PERSONNEL PREPARATION PROGRAMS FOR ALL EDUCATORS FOR EDUCATING THE HANDICAPPED

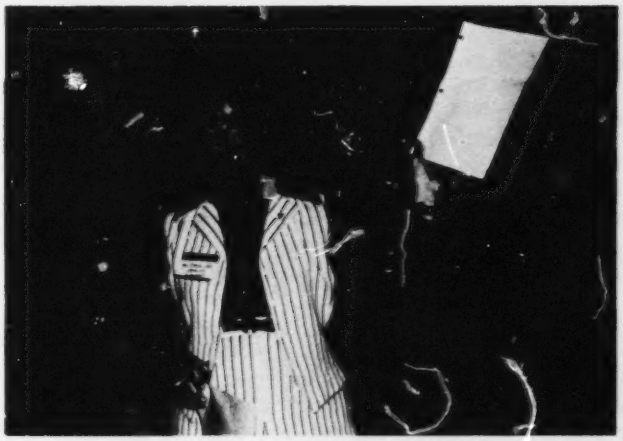
Vol. 1, No. 2 April 1979

TEACHER EDUCATORS RESPOND TO EDUCATION FOR THE HANDICAPPED IN AACTE STATE MEETINGS

State units of the American Association of Colleges for Teacher Education in 34 states will have held meetings by this summer relating to personnel preparation and the Education for All Handicapped Children Act, Public Law 94-142. Over 400 institutions are expected to be involved. Forty-four AACTE State Leaders attended the AACTE National Training workshop on Education of the Handicapped in January of this year. Held in St. Louis, the Workshop was a cooperative effort of the AACTE Project on Education of the Handicapped and the AACTE Advisory Council of State Representatives.

Many of the state workshop components on P.L. 94-142 will draw on the experiences of colleges and universities that receive Deans' Grants. Funded by the Bureau of Education for the Handicapped, Deans' Grants support innovations in teacher education programs aimed to facilitate the preparation of *all* teachers with the capabilities to provide an appropriate education, as defined by law, to handicapped children.

In addition, a number of these state meetings will involve representatives from state and local education agencies to gain the benefit of their expertise and to increase intrastate coordination in preservice and inservice activities for educating the handicapped. A number of states are also examining changes in certification standards for *regular* educators in response to the law, (see page 6) and the input of higher education into the Comprehensive System of Personnel Development.



At the state meeting of the South Carolina Association of Colleges for Teacher Education, Dr. Offa Lou Jenkins of Winthrop College facilitates exchange among colleges of activities for educating the handicapped.

Following are the states which plan state meetings related to P.L. 94-142, along with places, dates and AACTE State Leaders to contact:

STATE	PLACE	DATE	CONTACT PERSON
ALABAMA	Montgomery	May 7-8	Cordell Wynn, Alabama A&M Univ.
ARKANSAS	Little Rock	April 12-13	Jerry Robbins, Univ. of Arkansas
CALIFORNIA	San Francisco	April 12-13	Richard Jones, Biola College
COLORADO	Durango	May 4	Jack Sherman, Univ. of Colorado
FLORIDA	Melbourne	March 29-30	Lou Kleinman, Univ. of Miami
GEORGIA	Athens	January 26	Chris Sharp, North Georgia College
IDAHO			Everett Samuelson, Univ. of Idaho
ILLINOIS	Springfield	May 4	Robert Burnham, Illinois State Univ.
INDIANA	Indianapolis	April 27	Hendrik de Bruin, Indiana Univ.—South Bend
IOWA	Pella	April 5	Alfred Schwartz, Drake Univ.
LOUISIANA	Baton Rouge	April 27-28	Bernard Shadoin, Northeast Louisiana Univ.
MINNESOTA	Marshall	April 5-6	Helen Berwald, Carleton College
MISSISSIPPI	Jackson	April 20	S. A. Moorhead, Univ. of Mississippi
MISSOURI	Columbia	April 19-20	Bobbi Burke, Stephen's College
MONTANA	Missoula	May 5	Jon Wiles, Univ. of Montana
NEVADA	Reno	May 10	Ed Cain, Univ. of Nevada—Reno

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NEW JERSEY	Jersey City	May 23	Sr. Frances Raftery, College of Saint Elizabeth
NEW YORK	Syracuse	April 5-6	Helen Greene, Long Island Univ.
NORTH CAROLINA	Wilmington	May 4-5	Harold Hulon, Univ. of NC at Wilmington
OKLAHOMA	Shawnee, Eufaula	April 26-27	Fred Lawson, Northwestern Oklahoma Univ.
PENNSYLVANIA	Harrisburg	April 26-27	Madison Brewer, Penn. State Univ.
RHODE ISLAND (New England) (CT, MA, ME, NH, RI, VT)	Kennebunkport	May 3-5	William Kelly, Univ. of RI
SOUTH CAROLINA	Rock Hill	April 6	Calvin Koonts, Erskine College
SOUTH DAKOTA	Vermillion	May 3-4	Floyd Boschee, Augustana College
TENNESSEE	Nashville	April 5	Dale Doak, Univ. of Tennessee
TEXAS	Austin	May 8	William B. Crittenden, Houston Baptist Univ.
VIRGINIA	Fairfax	June 21-23	Richard Brandt, Univ. of Virginia
WASHINGTON	Ellensburg, Seattle-Tacoma Area	May 11, 12 or 14	John Morford, Seattle Univ.
WEST VIRGINIA	Pipestown State Park	April 22-23	Marian Liddell, Univ. of West Virginia

CRISIS — A Threatening Opportunity

In a recent interim report to Congress, the Bureau of Education for the Handicapped reported that 3.7 million handicapped children and youth between the ages of 3 and 21 had been counted. That number is larger today. The report states that 68 per cent of all handicapped school age children were placed in regular classrooms. After three years of experience and support by BEH of Deans' Grants for schools, colleges and departments of education a renewed sense is developing of the kind of education that is needed to prepare teachers to adequately serve the handicapped in regular classrooms. Public Law 94-142 is affording an opportunity for those responsible for teacher education to develop and design a program that will prepare teachers who will be ready to fully function as professionals who can design and implement appropriate programs for each handicapped child under their care.

Requirements of Public Law 94-142 are making changes necessary in the way schools deliver their services and in the manner in which teachers carry out their duties. Visits to schools, with teachers, and with college faculty preparing teachers, along with a study of law brings us to the conclusion that changes are necessary in teacher education programs. Some would say it can't be done. It is reported that in one of our Eastern languages that the ideograph for crisis is made up of two ideographs — one representing a threat and the other opportunity. Public Law 94-142 need not be viewed as a threat but an opportunity.

All those concerned with teacher eduction may expect to be confronted with the reality of the law. This is an opportunity for handicapped children and youth to receive what is rightfully theirs. But it is also an opportunity for those concerned with developing policy and programs for teacher education to develop and implement programs that fully prepare a new kind of teacher: a teacher who functions as the law requires and as the handicapped child deserves. Let us not miss this opportunity!

—Bert L. Sharp
Professor of Education, University of Florida; President, AACTE, and member of AACTE's Committee on Education of the Handicapped

Personnel Need Persists for Education Of the Handicapped: BEH Reports

The Bureau of Education for the Handicapped has released an *Interim Report to Congress on the Implementation of Public Law 94-142.* The report describes states' progress in responding to the law during the 1976-77 school year. The *Annual Report,* which covers the 1977-78 school year is in the final stages of printing.

In the *Interim Report,* several items are of particular interest to personnel preparation programs:

- State projections through 1979 indicate a continuing need for "special education" teachers for almost all types of disabilities. States indicate that they hope most for increases in personnel specializing in the education of teachers of the emotionally disturbed or learning disabled.
- States reported that 68% of the children or youth who were identified as disabled were placed in regular classrooms. The need for the kind of personnel preparation programs that prepare *all* teachers to serve disabled students is underscored.
- Twenty-eight states reported on service to handicapped students in the 18-21 year age group. Averaging all the disability categories of that age surveyed, the data shows that 50% were served in regular classrooms. The placement of persons in this age range is of increasing concern to higher education as the 1980 deadline in P.L. 94-142 for service to this population approaches.

The Annual Report covering school year 1977-1978:

- Cites a trend toward involving both regular and special education teachers in placement meetings, with school principals frequently chairing the sessions.
- Notes that a lack of trained personnel was a frequent complaint by states in their description of major problems.
- Reports that the most visible impact of the law is at the local level. Both regular and special education teachers have been assigned new duties as a result of it.

To be put on the mailing list for the Annual Report, contact:

Mary Kennedy
Bureau of Education for the Handicapped
400 Maryland Avenue, SW
Washington, DC 20202

RESEARCH NEEDED TO SUPPORT P.L. 94-142

With the mandate of education for the handicapped in the "least restrictive environment" has come a hectic search for help on the part of the practitioner and a concurrent effort to meet the need on the part of suppliers of such expertise. In a very short period of time, there have been a number of articles, papers, monographs, media packets, and other materials attempting to provide "how to" information for the teacher who, with increasing frequency, is educating handicapped students in the regular classroom. The same is equally true for administrators, parents, and others affected by the law.

The rapid rate of change demanded in the schools in response to P.L. 94-142 has meant that much of the material which is now being supplied for use by the teachers and administrators had to be based predominantly on the best professional opinion available. There is not at the present time a strong research from which to launch a movement such as this one. Because of the impact of the movement upon large numbers of students, the need for developing such a research base as rapidly as possible is extremely important. We really do not know, at this time, the impact upon the lives of handicapped children and adolescents, as they attempt to learn within the educational setting which more and more is the regular classroom.

Responding to this concern, a number of people have called for an increase in research in this area by the National Institute of Education. Arnold Gallegos, Dean, Western Washington University, has suggested the development of several regional centers devoted to the goal of appropriate education for all handicapped children. These centers, as described by Dean Gallegos, would be collaborative efforts among institutions of higher education, state education agencies, and local education agencies to carry out all phases of research, development, education, and training components connected with the law.

We cannot wait, however, until a mechanism such as this one, or some other, is in place to begin to develop a research base from which to proceed. In the meantime, institutions of higher education must devote their attention to this problem. This was one of the strong calls which came out of the January workshop for AACTE State Leaders on Education of the Handicapped. I hope that the state associations in the Advisory Council of State Representatives consider this need in the efforts they are making this spring and throughout the coming year, to facilitate response by higher education to P.L. 94-142. Institutions of higher education are currently rising to the call to provide help to the local school districts. As they meet this challenge, let us hope that they will also begin to build the background of research which is needed to fully realize the intent of the law.

— Mark C. Smith

Assoc. Dean, College of Education, University of Arizona; Past Pres. of AACTE's Advisory Council of State Rep.; Member of the Committee on Educ. of the Handicapped

Integrated classrooms require new competencies for school personnel.

ERIC Calls For Contributions On Effective Inservice Practices For P.L. 94-142

The ERIC Clearinghouse on Teacher Education intends to publish a monograph on ongoing inservice programs which have been especially successful in helping regular teachers meet the needs of special students in regular classrooms. The Clearinghouse is soliciting outlines of successful inservice programs from teachers and teacher educators who are actively engaged in them — whether in school districts, professional development centers, teacher centers, state departments of education, or institutions of higher education.

From the outlines that are received, fifteen to twenty programs will be selected for the publication. Outlines should be brief, but should include such information as program operations, governance, funding, replicable successes, unanticipated problems (and how these were solved), especially useful resources, and recommendations for improvement. The outlines should reach the Clearinghouse by May 18, 1979 and should be sent to: Editor, ERIC Clearinghouse on Teacher Education, Suite 616, One Dupont Circle, NW, Washington, DC 20036.

Actual program descriptions will be six to eight pages, typed doublespaced, and authors will be asked to submit manuscripts by August 1. In addition to these papers, the clearinghouse hopes to extract individual features from other programs as a supplement in the same publication.

AACTE ANNUAL MEETING HIGHLIGHTS INSERVICE EDUCATION AND P.L. 94-142

At the AACTE Annual Meeting in February, presenters and participants discussed inservice training in response to Public Law 94-142. Regional Liaisons for the Deans' Grants Projects responded as a panel to questions from participants and Dean Corrigan, Dean, University of Maryland, gave an address entitled, "Public Law 94-142: A Matter of Human Rights; A Call for Change in Schools and Colleges of Education." That address and the panel discussion are available on cassette for $7.00 from Teach'em, Inc., 625 N. Michigan Ave., Chicago, Illinois 60611.

Four presenters provided additional information on various aspects of inservice training related to P.L. 94-142. The following are topic areas and contacts:

Inservice Ideas for Attitudinal Change and Awareness.
Contact: Kent Gerlach, Project P.R.E.P.
Augustana College
Sioux Falls, South Dakota 57102

A Multimedia Training Program in IEPs for the Classroom Teacher.
Contact: Dorothy Semmel
Center for Innovation in Teaching the Handicapped — Indiana University
2805 East 10th Street
Bloomington, Indiana 47405

Field-based Inservice Training Activities for School Administrators; Methodology for identifying content of activities based on a competency assessment model and goal analysis.
Contact: Ann Nevin
University of Vermont
Burlington, Vermont 05401

Teachers' Concerns.
Contact: Jesse Muse
National Education Association
1201 16th Street, NW
Washington, DC

Concerns of administrators in higher education in regards to faculty assignments, alternatives to 15 week semester long courses and monitoring and evaluating outcomes.
Contact: Robert Carlson
University of Vermont
Burlington, Vermont 05401

Presentations of a simulation training system for administrators, both in regular and special education.
Contact: Richard Weatherman
University of Minnesota
Minneapolis, Minnesota 55455

A list of references for examples of effective practices in inservice training for P.L. 94-142 was furnished by Catherine Morsink, University of Kentucky, who coordinated the session. Those references may be obtained through the AACTE Project on Education of the Handicapped. Additional references on inservice practices for P.L. 94-142 may be received from the National Inservice Network.
Contact: Leonard Burrello, Project Director
National Inservice Network
Indiana University
2853 East Tenth Street
Bloomington, Indiana 47401

CAN P.L. 94-142 LEGISLATE MORALITY?

Historically, the arbitrary exclusion of handicapped children from public education has been an acceptable practice. Because the public schools were not required to serve children who deviated too far from the "norms", educators were led to believe that service to the handicapped was outside of their responsibility. The introduction of handicapped learners into regular environments is bound to be a shock, since what we have viewed as "normal" is, in fact, a selected segment of the population — a distortion of reality. The strangeness of this broader perspective can be expected to have the same initial effective as the introduction of prime time television stories about black families or views of corporate board meetings chaired by a female executive. Yet, in time, the dissonance decreases as public perception of the "norm" expands.

Can we, then, pass a law to bring about attitudinal change? Or — to restate the old cliche — can we "legislate morality?" Perhaps not, but we can reiterate, with law, the strong statement that, in a democracy, no citizen may be denied equality of opportunity. The existence of the legal statement means that denial of access is *not* an acceptable practice. It has been found that knowledge of the law is the factor most responsible for teachers' favorable attitudes towards Individualized Education Programs, and this finding has been related to the legal/ethical level of their moral development. Similar conclusions have been reached about the relationship between de-segregation legislation and attitudinal change.

This is not to suggest that legislation and its resultant exposure alone will dispel either teachers' or children's attitudes towards integration of the handicapped. Recent research on the attitudes of students towards handicapped peers suggests that children are aware of handicaps by four years of age, that younger children are less negative than older students, and that contact alone is not sufficient for attitude change.

But there is also some evidence that systematically designed interaction between normal and handicapped children can facilitate acceptance of the handicapped child, at least at the preschool level. And, there is evidence that the provision of training in how to deal with the handicapped student can improve regular teachers' attitudes towards mainstreaming. It seems reasonable to conclude that the addition of carefully designed training to the existing conditions of legislative mandate and classroom exposure can positively influence both teachers' and students' attitudes towards the handicapped.

— Catherine Morsink
Director of Special Education, University of Kentucky; and Member of AACTE's Committee on Education of the Handicapped

(There are a number of research articles used to support the statements in the above article. For those exact references, contact the AACTE Project on Education of the Handicapped.)

INFORMATION EXCHANGE

One of the purposes of TEACH is to provide a vehicle for the exchange of information about events and programs which are designed to respond to PL 94-142 and Sections 503 and 504 of the Rehabilitation Act of 1973. Readers are encouraged to contribute examples of effective programs and practices so that they may be widely shared.

- The *Directory and Abstracts for Deans' Grants Projects 1978-79,* has been printed by the National Support Systems Project, 253 Burton Hall, University of Minnesota, Minneapolis, Minnesota 55455. The directory lists and describes training programs in institutions of higher education that prepare educators to accommodate handicapped students increasingly in regular class settings.

- Principals, teachers, parents, school board members, and handicapped persons will participate in team management decision-making workshops in four states to develop model team approaches to implementing P.L. 94-142 and Section 504 of the Rehabilitation Act in local schools. Sponsored by the American Association of School Administrators and the National Association of Elementary School Principals, Project TEAMS will conduct initial and follow-up workshops as well as additional technical assistance to teams in the states of Pennsylvania, Washington, Louisiana and Minnesota. The project hopes to provide district and building level administrators with information on the models which are developed to enable them to administer their programs to most effectively meet the requirements of the law. For more information contact: *Richard A. Punzo, Jr., Project Manager, AASA, 1801 N. Moore Street, Arlington, Virginia 22209.*

- The National Association of State Boards of Education (NASBE) has convened two national panels to: (1) determine a list of critical competencies needed by regular educators to respond to P.L. 94-142, and (2) propose policy options for implementing federal legislation. The panels' work will be useful to State Boards who, in most states carry jurisdiction in matters of certification and policy formation. NASBE plans to provide technical assistance to State Boards of Education in this and other matters relating to special education. For more information contact: *Patricia Mitchell, NASBE, 444 N. Capitol Street, NW, Washington, DC 20001, (202) 624-5845.*

- The National Association of State Directors of Special Education (NASDE) has developed resources for its membership relating to P.L. 94-142 which may also be useful to colleges and universities. For a description of these resources write: *NASDE, 1201 16th Street, NW, Washington, DC 20036.*

- Murray State University has developed two projects for improvement of personnel preparation programs for educating the handicapped in addition to their Deans' Grant: 1) Research on small school implementation of P.L. 94-142 with pre- and inservice preparation program modules 2) Career Education/Handicap project designed to infuse career education for the handicapped at the university level via faculty development, practicum development and inservice (total systems change). Contact: *Dr. Doris Helge, College of Human Development and Learning, Murray State University, Murray, Kentucky 42071, (502) 762-3817.*

- The Educational Resources Center has recently published a journal entitled, *Education Unlimited,* designed especially to provide educators, administrators and others with informative articles relating to the improvement of education programs for special students in the least restrictive environment.

Extra copies of the April and May issues have been printed and complimentary copies will be offered to those who wish to examine the journal's contents. This offer applies especially to leadership personnel who may be conducting workshops, or university courses, so that both regular and special education personnel can become acquainted with this new educational resource. Copies can be obtained by writing: *Floyd E. McDowell, Executive Editor,* Education Unlimited, *Educational Resources Center, 1834 Meetinghouse Road, Boothwyn, Pennsylvania 19061.*

- Professional Parents Consultants, headed by Denver and Nora Fox, is a program designed to assist professionals to better understand parents of seriously handicapped children.

Through this program an instructional game has been developed which helps professionals simulate the experience of parents with handicapped children. Players can gain greater sensitivity to the problems, decisions and concerns of parents and thus become more able in professional-parent interactions. For more information regarding this program contact: *Professional Parent Consultants, 6187 S. Locust Street, Englewood, Colorado 80111, (303) 773-3890.*

- Services for handicapped college students and technical assistance to colleges for compliance with Section 504 of the Rehabilitation Act of 1973 are two functions of the Teachers College Project for Handicapped College Students. Contact: *Project for Handicapped College Students, Box 97, Teachers College, Columbia University, New York, New York 10027, (212) 678-3870.*

TEACH, issued periodically, reflects the Association's commitment to the advocacy of total responsiveness to individual differences, whatever their nature. Specifically, it addresses the improvement of personnel preparation programs for all educators for educating the handicapped.

TEACH is developed and disseminated as an activity of AACTE's Project, Institutional Capacity Building to Support PL 94-142, and funded by the Bureau of Education for the Handicapped, USOE. The Project's Advisory Council is chaired by Dean C. Corrigan, Dean, College of Education, University of Maryland. AACTE's Advisory Council of State Representatives, the major dissemination and training network for the Project, is chaired by Mark C. Smith, Associate Dean, College of Education, University of Arizona.

Edward C. Pomeroy, Executive Director, AACTE
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Permission is hereby granted to duplicate TEACH for wider dissemination.

TEACHER CERTIFICATION AND P.L. 94-142

In order for Public Law 94-142 to be implemented successfully, *all* educators must be adequately prepared to facilitate the education of handicapped children. Many states have realized this, and have begun to modify their certification requirements in response to the law.

At the National Training Workshop held in St. Louis last January, AACTE State Leaders and State Liaison Representatives submitted state of the scene data on various aspects of the implementation within their states of Public Law 94-142, the Eduction for All Handicapped Children Act. That data included changes in certification requirements in response to the law, particularly for regular educators.

Although this data is not definitive, it provides a general idea of what changes are occuring. Of 44 states that provided information regarding certification standards, 17 reported that changes have occurred for regular educators; 5 indicated that modifications are in process; and 22 states recorded that no changes have been made in state certification requirements.

Generally, those states with certification changes reported that for both inservice and preservice educators, additional coursework — usually one three semester hour course on the education of exceptional children or such content infused into existing coursework — were the typical changes that had been made.

One may raise the question whether or not a piecemeal approach to changes in certification requirements is really adequate, when the intent of the federal legislation requires a more integrative approach to the design of teacher education programs.

For summaries of this data contact:

AACTE Project on Education of the Handicapped
One Dupont Circle, Suite 610
Washington, DC 20036
(202) 293-2450

Adopted at the AACTE Annual Business Meeting, held February 28, 1979 at the Conrad Hilton Hotel, Chicago, Illinois:

"AACTE urges that schools, colleges, and departments of education commit themselves to the goal of eliminating sexism, minority discrimination, and *discrimination on the basis of a handicap* in their programs and in the profession as a whole. AACTE supports affirmative action measures to provide for greater involvement of women, minorities *and handicapped persons* in leadership positions in the profession. AACTE also supports the development of training programs and seminars to foster upward mobility of women, minorities *and handicapped persons* in the education profession."

Integration of disabled persons at the University of Wisconsin—Stout highlights the growing need to support of disabled persons in the education profession..

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